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Adult education in community development

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PREFACE

In introducing this short bibliographical survey we draw the attention of readers to several earlier Unesco publications of a similar nature. The September 1956 (Vol. VIII, No. 7) issue of Education Abstracts *reviewed publications on fundamental education which had appeared subsequently to 1954, while the October 1955 issue (Vol. VII, No. 8) covered the literature (prior to 1954) on the training of fundamental educators. In the Educational Studies and Documents series the literature of community development and literacy teaching was covered in Nos. 7 (1954) and 18 (1956) respectively.*

The material reviewed in the present issue deals with the general field of community development and, in particular, with adult education activities in community development programmes. It can therefore be regarded as a sequel to the September 1956 issue. The programmes referred to show that national plans for economic development, if they are to be successful, depend on the intelligent and active support of the people they are intended to benefit. Such support depends, in turn, on the degree of enlightenment and understanding in the community at large. The significance of education and in particular of adult education in this process is clear. Obviously education itself, and the institutions of education such as schools and adult education centres, are not only means to the end of development programmes, they are also real objectives in themselves. The following series of abstracts are evidence of the continued preoccupation on the part of authorities in a number of countries to maintain a balance between the need for general community education and the need for instruction in the skills required for economic development - for there have been frequent examples, in the face of urgent economic demands, of an over-emphasis on practical considerations, even to the point of defeating the very objects in view.

The Unesco Secretariat wishes to express its thanks to Dr. K. Neijs, formerly adviser on adult education in Pakistan and literacy adviser in the South Pacific Commission, for his help in selecting material abstracted in this issue.

1. Alvarez Constantino, J. Jesus. L'éducation de la communauté. Traduit de l'espagnol. Port-au-Prince, Imprimerie de l'Etat, 1956. 86 p. bibl.

This booklet, which was originally published in Spanish under the title of "La educación de la comunidad", is intended particularly for rural teachers; its main thesis may be summed up as follows: "The community is the institution which is naturally and rightly called upon to educate. Rural school teachers must have a thorough understanding of it if they are to discover the best means of enriching it culturally".

The six chapters of this work deal with the rôle of the community in education, rural education in Mexico, the social development of the community, the general study of the community, the community's plan of action, and the function of the school in the community.

In the last two chapters the author sets out his ideas in detail. He sees adult education as part of the rural school curriculum, from two points of view: economic and cultural. The rural school programme for the education of adult peasants cannot consist in inculcating a body of abstract ideas that have no practical use. It must offer a practical and systematic course of study on the problems of rural life (the main aspects of which are described in the chapter on the general study of the community). The methods used in general literacy campaigns will be really effective only if they help the adults concerned to arrive at satisfactory solutions to the everyday problems they have to face. Scientific ideas and technical skills must be taught to the peasant in relation to his daily problems, needs and interests.

2. Arab States Fundamental Education Centre/ Centre d'Education de Base des Etats Arabes. Dalī al-ta'aruf 'alā al-karyah. Sirs-el-Layyan, 1956. 96 p.

A guide to fact finding work in rural areas, this book contains extensive lists of questions which could help in the preparation of a detailed case study of a given community. The questions were worked out on the basis of experience gained in the Menoufiyah district of Egypt where ASFEC is located; they would, of course, require some modification for use in other regions.

The topics covered are grouped under seven major headings: location and communications; social situation; economic conditions; educational facilities; health standards; leisure-time activities; and social welfare services. The heading "educational facilities" is subdivided into three sections: (i) indirect training, dealing with such matters as the skills and knowledge expected in young people before they are accepted as useful members of the family and the community; (ii) direct instruction, covering the teaching provided by the various schools and adult classes; and (iii) cultural facilities, which include library services and reading rooms, newspapers and periodicals, radio and mobile cinemas.

3. Batten, T.R. Communities and their development; an introductory study with special reference to the tropics. London, Oxford University Press, 1957. 248 p. bibl.

This book is a detailed study of recent trends in community development with examples of the various aspects of the work undertaken by many agencies in tropical countries. Following the introductory section, the book deals with agencies and people; aims and approaches; methods and techniques and criteria for better community development work.

The first two chapters of the section on methods and techniques are devoted to "the school and the community" and "making people literate". After outlining the rôle to be played by the school and the community and defining the relationship of the one to the other, the author states that "the school and the teacher (are) important factors in community development provided always that their limitations are recognized ... it is unrealistic to expect the school to be able to shoulder the whole burden of community development .... The prime job of the teacher is to make his school a community school, well oriented to the school environment in aim, method and curriculum; to win the confidence of the people; and to enlist their help in the service of their children." The teacher should help the people "to see the relation between the teaching of the school, their own betterment, and the development of their community ..."

The beginnings of literacy campaigns and their development are discussed at some length and several useful conclusions are reached, among them that "people must be helped to realize how reading can help them in their daily lives; that people must be provided with the kind of reading that they really want; and that the first step in

really backward areas must be to create uses for reading by going ahead with a general development programme before the literacy worker comes in." These principles equally apply to educational broadcasts and films - people must be helped to understand them and appreciate them if they are to be influenced by them."

This study which is an outcome of the author's work as Senior Lecturer and Supervisor of Studies in Community Development at the University of London Institute of Education contains a bibliography for each chapter as well as suggestions for further reading in English.

4. Minocher Homji, Homi B. How others do it; a study of community development in many lands. Karachi, Ministry of Economic Affairs, 1956. 123 p. processed.

The author of this publication was given a "participation grant" to undertake a study of work carried out in the general field of community development. The study tour took him to the United States of America, countries in the Caribbean region and some countries in Europe. The methods, techniques and practices observed during this tour would serve as a guide in the work of the Village Agricultural Industrial Development Programme in Pakistan (Village AID), where the author is working. This village plan is a comprehensive and multi-purpose rural development project which envisages not only the education and stimulation of people, but also their development in all the fields or phases which are necessary for a higher level of village life, e.g. agriculture, horticulture, animal husbandry, health, sanitation, communications, education, literacy, home economics, recreation, co-operation, credits, land consolidation, etc. For such a multi-purpose programme the author chose from the countries he visited only such subjects for study as each country was best suited to provide.

During the study tour, which took a little over four months, the author tried to evaluate the usefulness of various countries and/or institutions to which future Village AID participants might be sent for further study.

The author has not attempted to make a comprehensive report but rather to emphasize points of interest and importance which he considered could be adapted for use in Pakistan and especially ideas and suggestions which could be adapted by the Village AID personnel and used, experimentally or otherwise, in improving the Village AID programme.

5. United Nations. Experiments in training for community development. New York, 1957. 85 p. processed. (ST/SOA/SER.O/27-ST/TAA/SER.D/27)

A collection of descriptive accounts of training programmes for community development being carried out in different parts of Asia, the Middle East and Africa. Material is presented under four main headings in order to facilitate the comparative study of content and methods of training. These headings are: I. Training of village level workers. II. Training of women workers. III. Training of local leaders. IV. Training of supervisory staff.

6. Vellas, Pierre. L'organisation des Nations Unies et le développement communautaire des régions retardées. Paris, Librairie du Recueil Sirey, 1959. 131 p. (Publication No. 1 du Centre de recherches des pays sous-développés).

The author of this publication analyses the value of community development from the standpoint of economic and social planning, with special reference to the problems discussed and the conclusions formulated at a study meeting that was held at Palermo in 1958 with the object of arriving at a comparative assessment of various experiments in community development.

An introductory chapter reviewing what has been done in underdeveloped and backward regions, either by national action or at the instance of international organizations, is followed by three separate parts, the first of which defines the method of community development; the second outlines the processes of such development; and the third describes the results achieved in this field in Western Europe.

In the second part the author sets out his main ideas concerning the co-operation and participation of the population in community development. Such participation is regarded as an essential factor for, without it, the method would involve nothing more than planning. Experience shows that new methods of agriculture or changes in economic activities introduced without being accepted by the people often subsist for only a very short time. There are many different ways of obtaining the people's participation; the essential point is to devote the necessary time and patience to doing so.

Many obstacles to this participation are often encountered, and in such cases it is vital to remove them. Lack of interest on the part of the people themselves is frequently due to economic or social factors, such as the distribution of the land, the system of land tenure, high production costs, or unfavourable conditions for the sale of agricultural products. In such cases, it is essential, for instance, to establish a purchasing co-operative in order to bring down costs, or to process certain agricultural products locally so that they can be sold more advantageously. Another obstacle may be due to the fact that the lands are parcelled out into too many smallholdings, which renders productive work impossible; in that case, the first step is to redistribute the land. Elsewhere it may be necessary to orient the labour force towards craft or semi-industrial occupations.

In certain regions, the greatest obstacle to community development is the poor general health of the population due either to disease or to malnutrition.

Other obstacles may be attributable to the behaviour of the leaders of the community and to their opposition to progressive innovations which they regard as liable to lead to paganism or perversion. Considerable flexibility and psychological insight will be necessary to overcome these difficulties and ensure the help and participation of the population.

Various incentives may be used to arouse interest, such as the classic methods adopted to ensure the success of any economic policy: loans, subsidies, tax reductions, the institution of agricultural information services and health services, instruction in domestic science, the establishment of co-operatives, etc.

The people's participation in the actual work of the project can be organized in a wide variety of ways. Existing institutions and organizations can play an important part, for they are permanent factors in the traditional popular culture; but it sometimes happens that these very organizations are the main centres of opposition to change and social progress. In that case, new ones must be set up and the support of new leaders obtained.

In his conclusion, the author expresses the view that the method of community development represents a vast and praiseworthy effort of social fellowship, which will contribute to economic development and social progress. Its main advantage lies in the fact that it necessitates a common effort on the part of the population concerned and is thus founded on the soundest principles by which social progress may be achieved.

NATIONAL

GHANA

7. du Sautoy, Peter. Community development in Ghana. London, Oxford University Press, 1958. 209 p.

This book begins with the history of community development in Ghana from its beginnings to the establishment of the Department of Social Welfare and Community Development. In this part of the book a chapter is devoted to a discussion of the plans for mass literacy and mass education, and the results of these plans.

The second part of the book discusses mass literacy, comments on the necessity for special reading materials for the adult, the use of audio-visual aids in adult education, and the giving of certificates of literacy to adults who have passed the examinations set at the end of a three-month literacy course. The follow-up work done with adults and the further training which they may take and the problems involved in the production and distribution of follow-up reading materials are also described. A chapter is devoted to a discussion of women's work and such associated aspects of adult education as hygiene and home economics.

Other chapters describe village project work, extension campaigns and the training of leaders. A final chapter, entitled "Lessons learnt in Ghana" draws general conclusions and attempts to evaluate the steps which have been taken.

HAITI

8. Haiti. Laws, statutes, etc. Décret du 12 août 1957 ... créant l'Office de développement communautaire. Port-au-Prince, 1957. 5 p.

Under the terms of this Decree a special office was set up, within the Department of Labour of Haiti, to:

(a) Co-ordinate national policy in connexion with community development;
(b) Propose a programme for that purpose;
(c) Encourage the use, in rural communities, of methods calculated to meet the population's needs relying solely on the resources available locally;
(d) Establish contact with the various public and private bodies in order to co-ordinate their activities; to study the needs of the different communities; to work out the practical details of the projects relating to their welfare; to examine and propose methods of communication likely to promote effective action;
(e) Study, in conjunction with the bodies concerned, ways and means of financing the work plan within the limits of the available budgetary resources;
(f) Draw up working budgets and administer the funds allocated.

9. Allahabad Agricultural Institute. Extension Project. Experiment in extension, the Gaon Sathi. London, Oxford University Press, 1956. 239 p.

In the introductory chapter, "What we are talking about", appears the following statement: "Extension then is education - (1) education of rural adults, and of children outside the school, in matters of their own choice and interest; (2) education for freedom which seeks to help persons to use the liberty of action with which a democratic society is constructed.

The first aim of the Extension Service is to provide villagers with knowledge which will make their lives more satisfactory to them. It attempts to communicate successfully information and ideas which can be immediately understood, accepted and applied by villagers to alleviate some hardship of which they are conscious.

Thereafter, extension stimulates the demand for more knowledge and information, endeavouring to overcome obstacles which hinder villagers from desiring or accepting new ways and new knowledge at any level."

The "Gaon Sathi" is defined as "the friend of the village; through his companionship with village people, he discovers ways of helping them solve their difficulties and find a new life". The book describes different ways in which a Gaon Sathi may work, his rôle in extension work, and what is expected of him.

The book is especially useful in leadership training for adult education in community development programmes.

10. Community project in Mysore. Bangalore, Government Press, 1956. 58 p. illus.

This is a report of the community project launched in Mysore, one of the 55 project areas in India. In this area the project covers 638 villages with a population of 180,000. The progress made in the various sectors of the project area is described in the report and an attempt is made to assess this progress. Each chapter gives data and statistics concerning money invested, persons engaged in the project, comparisons between past and present conditions and plans for future action.

11. India. Ministry of Community Development. A guide to community development. Delhi, 1957. 205 p.

This book, written for official and non-official workers in community development and the national extension movement, outlines the objectives, philosophy and methods of the community development and national extension programmes in India. The book may also be of use in other countries with underdeveloped economies where national leaders are looking to, experimenting with, and adopting community development as a means of improving agriculture, health, education and village cultural practices.

Chapters that are worthy of particular attention are the following: knowledge and use of extension methods; guides for the block staff in diagnosing and prescribing for village problems; the important rôle to be played by village leaders in community and national extension development; development of programmes and activities for village youth; special programmes to meet the needs of village women and the village family.

The book concludes with the statement that the community development and national extension programmes are making progress thus proving that the improvement of village life can be guided and hastened through institutionalized processes within government and that the second stage of the programme, which is now under way, is of even more critical importance than the initiating stage.

12. India. Planning Commission. Community Projects Administration. Training for village work. Delhi, The Publications Division, n.d. 26 p. illus.

This is a manual for the training of personnel for village work. The improvement of village life was given the highest priority in the first five-year plan in India and great importance was attached to the provision of training facilities in the community development programmes. The workers needed for village work can be divided into four types: (a) village level workers; (b) social education organizers; (c) block development officers; and (d) extension officers, i.e. experts in health or farming, overseers, engineers, etc. The training facilities available for each of these categories are examined and the methods used to train the various types of personnel are described in detail. One chapter is devoted to in-service training, which is another aspect of the training programme. A list of training centres is appended and there is also a map of India showing extension training centres and training centres for social education organizers, development officers and public health personnel.

13. Indian Adult Education Association. Adult education in community development, a symposium. Delhi, 1956. 37 p.

This symposium consists of four papers each by an expert on adult education. The first is a general review of the subject, adult education being envisaged as remedial education, as an agent for removing social tensions, as a means of strengthening social consciousness, as a link between the research centre and the home, and as a means of expanding the mental horizons of men and women. The second paper is a discussion of

the future of adult education; the author puts forward some suggestions as to how work in the field could be made more effective, pointing out in particular that (at the time of writing) consolidation is more necessary than further expansion.

The third paper is a study of literacy work in adult education; this author makes a special plea for young adults to be given the opportunity of learning to read and write in their own language, as only then will they be in a position to participate in community development.

The fourth paper is entitled "Adult education - matrix of a new civilization". Here the author calls attention to the need for proper training of workers in the field so that they may be effective in removing the intellectual and emotional barriers which thwart progress in community development.

14. Mayer, Albert, and others. Pilot project, India; the story of rural development at Etawah, Uttar Pradesh. Berkeley and Los Angeles, University of California Press, 1958. 367 p. illus.

This book is a detailed account of the origins, initiation, growth and special problems of the Rural Community Development pilot projects in the Etawah district of the State of Uttar Pradesh in India.

The documentation on the Etawah project and the notes and comments on it form a substantial part of the study. The problems of organization, training staff and formulating and ensuring the application of the philosophy and techniques of rural work are given detailed treatment. The last two chapters entitled "Some problems of expansion" and "Future and potential" are a critical analysis of the expansion planned in the rural development programmes and of questions of significance to future work.

A glossary of Indian words and phrases used in the text and a list of reference works are appended.

15. National seminar on development work among rural women, Alipur (India), 1956. A report ... Delhi, Indian Adult Education, 1957. 28 p.

This seminar, which was held in September 1956, was attended by sixty delegates from all over India, representing both official and non-official agencies. It was the first seminar of its kind. The subject had never previously been discussed in any great detail, nor had so many women workers representing so many voluntary and governmental agencies in this field ever met together before to exchange ideas and information.

The main issues discussed at the seminar were:

1. Formulation of objectives and programmes;
2. Definition of appropriate methods and suitable techniques of work among rural women;
3. Recruitment and training of personnel;
4. Organizational needs of a comprehensive scheme and the possible sources of finances for the implementation of the schemes.

The report contains the guiding principles for community development work as agreed upon by the seminar, and goes on to discuss the programmes demanded for this work, which include social education, a literacy programme, cultural and recreation programmes, and other programmes necessary to ensure economic security and efficiency. These latter programmes might consist of such activities as training in home crafts, weaving, basket making, toy making, soap making, leather work, etc. which would enable rural women to supplement their family income.

It was decided that in the formulation and implementation of programmes the following basic principles should be observed: (1) programmes should not be imposed from outside but should arise out of discussions held with the fullest participation of rural women at all levels; (2) details of all programmes should be formulated after a thorough study and observation of the life of local rural women, their conditions, resources, needs, etc.; (3) the programmes should be such as to stimulate resourcefulness, initiative and desire for self-help and to encourage the development of local leadership; (4) the programmes should be such as to enable rural women to become aware of the existing services in the areas of health, education, recreation, crafts, training, etc. They should also aim at releasing rural women from beliefs, superstition and prejudices which prevent them from utilizing the existing services to the full; (5) the educational and training aspects of the programmes should concentrate on educating and training rural women for better living conditions and for promoting personal health.

In conclusion, methods and techniques, recruitment, availability and training of personnel are discussed and the organizational and financial needs for implementing the programmes are defined.

16. Nimbkar, Krishna Bai. Development work among rural women; a guide book. Delhi, Indian Adult Education Association, 1958. 54 p.

This booklet is intended as a companion volume to the report on the seminar on development work among rural women held in India in 1956. It is in the form of a guide book for workers and is based on the recommendations of the seminar.

Among the subjects discussed are: the home and rural development; the extension services in India, where a comparison is made between services in India, the United States of America and Japan; the need for women's organizations; home improvement programmes; definition and activities of a community centre; and methods

and techniques in community development work.

The author points out that her book is also intended for those who administer programmes since, in her experience, it is just as important for the administrator to understand the problems of rural women as it is for the worker.

17. Singh, Sohan. Social education in India. Delhi, Manager of Publications, 1956. 18 p.

This is a description of the historical development of social education in India, and the term being defined as a deeper and more vital concept than the narrower one of adult education. The institutions which are being built up by social education workers are literacy classes, community centres (which supply a meeting place, sponsor cultural and recreational activities, provide facilities for group discussion and adult crafts and hobbies), youth clubs, and libraries.

Four principal methods are used in social education. These are radio listening groups, discussion groups, demonstrations (particularly in the fields of education, health and agriculture) and excursions. The radio, visual aids and literature are the three main materials of instruction used by social educators.

The booklet ends with a description of the organization of social education in India, the personnel needed, and the problem of training social education workers.

18. Taylor, Carl C. A critical analysis of India's community development programme. Delhi, The Community Projects Administration, 1956. 62 p.

The author of this publication has worked for a year in India as a consultant to the Ford Foundation and has written this analysis of the community development programme at the invitation of the Indian Government. It was felt that an appraisal of what is really happening under the impact of the programme was necessary but that those responsible for the implementation of the programme or involved in it directly or indirectly would find it difficult to make this appraisal.

In the introductory chapter the author describes India's community development programme by stating its objectives and the methods designed for carrying it out. He stresses the fact that the extension and community development programmes in India require not only the sanction but the free participation of millions of persons and hundreds of thousands of village groups. The changes conceived and promoted for their improvement must be not only acceptable to the people but accepted and put into practice by them. India's programme is unique in that it is both a community development and an extension programme. It is a community development programme in that its major objective is to develop more than five hundred thousand village communities by methods which will stimulate, encourage and aid villagers themselves to do much of the work necessary to accomplishing this objective. It is an extension programme in that it develops channels between all higher centres of information and villages, and develops trained personnel to carry agricultural, health, education, and all other types of scientific and technical knowledge to more than two hundred and seventy-five million villagers living in hundreds of thousands of villages.

In order to measure the progress of the programme by the extent to which it has changed or is changing the outlook of villagers, the author attempted to find answers to the following questions: (1) Are villagers enthusiastic about the prospects of undertaking and accomplishing the new things they are doing? (2) Are there additional improvements which they are anxious to undertake? (3) Are they optimistic about the prospects of undertaking and accomplishing these new things? (4) Have they become confident that they are capable of undertaking and accomplishing these, and other, things?

Another issue which the author set out to investigate was whether community development is becoming the people's programme with government assistance or whether it is a government programme with the people's assistance.

His answer to the question is that the programme at the moment obviously is a government programme with the people's assistance - which is understandable since the Government had to be responsible for initiating it. There had been considerable evidence in India to show that villagers, when encouraged and helped by education, technical assistance and community development methods, would improve all aspects of their life and work, but this evidence was so far confined to only a few of India's more than 500,000 villages. In launching and operating a great community development programme the Government was determined to develop the massive resources represented by 275 million villagers and the rôle of initiators of the programme had to be played by State and centre governments. The issue is not therefore whether government authorities must continue to make great contributions to the programme but whether, as a result of government action, village people, local leaders and communities are being steadily developed in terms of initiative and responsibilities.

The third question which was important to the author was whether all State and national government departments are prepared or becoming prepared to serve the growing needs and rising expectations of the villagers. Are they being moulded into a well organized team for this gigantic task?

As to the outlook of the villagers, the author's observation is that they are no longer lethargic but are eager for any change that means progress in their production and in their levels of living. He considers, in fact, that they have changed more

rapidly than have the ideas entertained by some national leaders. Soon the problem will be not what kind of propaganda will induce the people to change, but how the rising expectations of the people can be fulfilled. For this reason, more emphasis and more effort should be given to satisfying these aspirations by sound community development and extension work and relatively less attention to propagandizing.

NIGERIA

19. Nigeria (Western Region). Ministry of Education. Adult Education Branch. Adult education organizers' course. Ibadan, 1958. 31 p.

This booklet describes the ninth annual conference and refresher course for adult education officials of the Western Region of Nigeria which was held in 1957. The adult education policy is briefly summarized and outlines are given of lectures on such topics as: planning and organizing literacy campaigns, out-of-class activities, the teaching of arithmetic and English, literature distribution, etc.

20. Raybould, S.G. Adult education at a tropical university. London, Longmans, Green, 1957. 114 p.

The author was appointed Visiting Director of Extra-Mural Studies at the University College of Ibadan, Nigeria, where he served for six months. This book is an attempt to review his experiences there, the adult education work done at the college and the questions to which it gives rise.

The author pleads the case for university adult education and places it in its setting. He gives a review of what had taken place in this field during the years 1949-1954.

Chapters are devoted to the rôle of the university tutor and his work in adult education, the financing of such programmes, and the leadership rôle of universities in adult education. The author then summarizes the lessons learnt in the matter from experience in England, and ends the book with a further "case for university adult education" in which he shows the problems which the university can help to solve. He states that unless the university can maintain the same standards in extra-mural studies as within its walls then there is no reason why such adult education should not be left to other agencies. There is no reason for a university to engage in such extra-mural activities if the results are not sufficient to justify the additional cost involved.

PERU

21. Aparicio Vega, Guillermo. Educación fundamental. Cuzco, Editorial Garcilaso, 1956. 259 p.

The author, who studies at the Latin American Regional Centre for Fundamental Education (CREFAL), and who has been active in the Núcleos escolares of Peru sets forth his ideas on fundamental education and methods of community development. The work is divided into five parts, the first being devoted to definitions. The second section discusses the importance of evaluating community needs and describes the way a social survey may be carried out to determine what the needs may be.

Part three is given over to a discussion of the main aspects of education. These are the family, the community, the school, group leaders and the social centre. The author stresses the fact that no situation is static, and that leaders trained for group work should keep this fact constantly in mind so that they will be prepared to meet changing situations with flexible methods. Each institution of the community plays an important rôle in adult and community education, and it is up to the leaders to make the best use of the existing potentials.

The final two sections of the book discuss the development and organization of communities, and the rural Núcleos escolares of Peru.

PUERTO RICO

22. Radio Corporation of America. International Division. Un programa de educación de la comunidad/Community education program in Puerto Rico. New York, n.d. No pagination, illus.

This illustrated booklet with text in English and Spanish describes the community education programme in Puerto Rico since the establishment of the division of community education in the Department of Education in 1949. The basic objectives of this programme are given and audio-visual material and books used are listed.

UNITED STATES OF AMERICA

23. King, Clarence. Working with people in small communities. New York, Harper & Brothers, 1958. 130 p.

This book is intended for community leaders, social workers and personnel of agencies engaged in assisting people in underdeveloped areas. Using case

histories, the author shows how small communities in many parts of the world try to organize and develop their communities, combating illiteracy, disease and economic depression, building schools and roads and making the average citizen participate in community planning. By means of these examples, the author answers such questions as: What are the chief qualifications needed to work in community development? How is the initial nucleus of common interest built? What influence can an outsider play in the social change of a community? What is the chief obstacle to be overcome in community development? What is the rôle of the average citizen? The examples are taken from areas as remote and dissimilar as Korea, Mexico, India, Egypt, Greece, Nigeria, Thailand, New Zealand and New England.

24. U.S. Office of Education. Education for better living, the rôle of the school in community improvement. Washington, D.C., Gov't Print. Off., 1957. 339 p. (1957 yearbook on education around the world.)

This is the first of a proposed series of yearbooks on "education around the world" brought out by the U.S. Office of Education. The present volume which deals with "community schools" as one of the outstanding current trends in education, contains articles from nearly 30 contributors who have had working experience in a large number of countries. The volume is divided into three parts: Part I describes individual projects in various parts of the world; Part II, under the title of "some common tasks", also includes descriptions of practical projects, but these are of a more general nature and emphasis is on methods of organization and work, rather than programme content; Part III discusses the problem in its wider aspects: for example, community education and schools, education and social change and the relationship between schools and other community agencies. The themes are developed on the basis of actual experience in particular projects or countries; the problems discussed, however, are common to a large number of countries.

INTERNATIONAL

Selected periodicals on or related to community development

25. Bulletin du bien-être rural. London, Commission for Technical Co-operation in Africa South of the Sahara, 1955- Irregular. Processed.

Published by the CCTA, which aims to ensure technological co-operation between territories placed under the responsibility of its member governments: Belgium, Federation of Northern Rhodesia and Nyasaland, France, Portugal, United Kingdom, Union of South Africa. Contains articles and notes on community development, rural welfare, and social service work. Three issues have appeared to date, the last in 1957. The first was bilingual, English-French. The second and third issues were published conjointly with the French Bulletin de liaison du Centre français d'études et d'information sur l'éducation de base (see abstract no. 32). Nos. 2 and 3 thus appeared under the title "Bulletin de Liaison /du/ Centre Inter-africain d'information et de liaison sur le Bien-être rural"; these issues were Nos. 10 and 13 of the French publication. No. 3 was also published separately in English under the title Bulletin du bien-être rural.

26. The Caribbean. Trinidad (Federation of the West Indies), Caribbean Commission, 1947- Monthly.

Publication of the Caribbean Commission, which has as its main object the economic and social well-being of the territories of the Caribbean and of its member governments (France, Netherlands, United Kingdom, United States of America). Contains articles and notes on matters of common interest to the area: agriculture, communications, education, fisheries, health, housing, labour, social welfare and trade. Separate editions in English and in French.

27. Educación fundamental - Boletín trimestral. Pátzcuaro (Michoacán, México), Centro Regional de Educación Fundamental para la América Latina (CREFAL), 1954- Quarterly.

The Spanish edition of Unesco's Fundamental and Adult Education (see abstract no. 28) Published January 1949 - April 1954 by Unesco, Paris.

28. Fundamental and Adult Education. Paris, Unesco, 1949- Quarterly. Also published in French and Spanish.

Fundamental and Adult Education was started as an attempt to meet the needs of teachers and administrators engaged in educational activities designed to raise the living standard of a community. Since then its scope has been broadened to cover all activities and programmes concerned with post-school groups.

Separate editions in English and in French are published at Unesco Headquarters in Paris. Regional editions in Spanish and Arabic issued by CREFAL and ASFEC respectively are listed separately. National editions appear as supplements in The Indian Journal of Adult Education (English and Hindi, India); Suara Pendidikan Masjarakat (Bahasa Indonesian, Indonesia); Vǎn Hóa Nguyêt-San (Viet-Namese, Viet-Nam).

29. Majallat at-Tarbiyah al-Asāsiyah (Fundamental Education Bulletin). Menoufia (Egypt, United Arab Republic), Arab States Fundamental Education Centre (ASFEC), 1953- Quarterly.

The Arabic edition of Unesco's Fundamental and Adult Education. Deals with fundamental education projects in the Arab world and provides information on experiences abroad of interest to specialists and workers in the Arab region. Has included articles on social centres and the co-ordination of services in rural communities, experiments in rural reform and reconstruction, literacy campaigns and the production of follow-up readers for new literates, rural industries, school and community, planning units for village schools, human relationships in the combined rural welfare units, and the use of audio-visual aids in fundamental education programmes.

30. South Pacific Commission Quarterly Bulletin. Sydney (Australia), South Pacific Commission, 1951- Quarterly.

The South Pacific Commission's purpose is to advise the participating Governments (Australia, France, Netherlands, New Zealand, United Kingdom, and United States of America) on ways of improving the well-being of the people of the Pacific island territories. Its Bulletin features articles on selected activities in the Commission's three main fields of operation - economic development, health and social development - contributed by specialists working in these and related fields in these territories. There are separate editions in English and in French. The Bulletin is illustrated.

31. at-Ta'rīf bi-Masāder at-Tarbiyah al-Asāsiyah (Fundamental Education Abstracts). Menoufia (Egypt, United Arab Republic), Arab States Fundamental Education Centre (ASFEC), 1953- Quarterly.

Contains abstracts of material published in Arabic and of publications in English and French relevant to the needs of Arab countries, grouped under the following headings: fundamental education publications; publications of the Middle East; general (including teaching materials and audio-visual aids); other publications (author and title only). Introduces projects, methods, aids and teaching materials of interest to those engaged in fundamental education in Arabic-speaking countries and provides information on such related subjects as literacy campaigns, co-operatives, rural industries, home economics, health education and recreation.

FRANCE

32. Bulletin de liaison du Centre français d'études et d'information sur l'éducation de base. Paris, Institut Pédagogique National, 1953- 6 numéros par an.

Published jointly by the French Ministry of Education, the Ministry for French Overseas Territories, and the Commission of the French Republic for Education, Science and Culture. Is designed for all people in the French overseas territories working in the field of fundamental education and interested in the various problems connected therewith. Occasionally publishes articles from Unesco's quarterly Fundamental and Adult Education and from the Community Development Bulletin (University of London Institute of Education).

GHANA

33. Advance. Accra, Department of Social Welfare and Community Development, 1954- Quarterly. Processed.

Intended for use in Ghana by members of the Department of Social Welfare and Community Development. Each issue is devoted to a single theme, e.g. visual aids, simple village building, fund raising for voluntary effort, work among women, youth employment. Includes practical information on such subjects as road building, well boring, puppet making, etc.

INDIA

34. Indian Journal of Adult Education. Delhi, Indian Adult Education Association, 1939- Quarterly.

Concerns adult education and its related fields - workers' education, literacy, fundamental education, social education, community development, education of women, and education in the management of co-operatives. Most of the articles are by Indian authorities, but authors from other countries also contribute. By arrangement with Unesco, articles which have appeared in Unesco's Fundamental and Adult Education are reproduced.

35. Kurukshetra. Delhi, The Publications Division, 1953- Monthly.

Describes the work of India's community development programme. The articles, many of which are illustrated, concern village extension work, health services and social welfare, rural development and co-operative movements. Occasionally special issues are devoted to a single topic.

36. Social Education News Bulletin. Delhi, Indian Adult Education Association, 1950- Monthly.

Reports on developments in social education in India, on United Nations and Unesco activities in India in this field, and on work accomplished in community development, adult education, audio-visual education, education of women etc., by national bodies, conferences, meetings and seminars. Usually 6 pages.

INDONESIA

37. Suara Pendidikan Masjarakat (Voice of Mass Education). Djakarta, Ministry of Education, 1952- 6 issues a year.

In addition to giving information about mass education on Indonesia, contains articles on various aspects of this topic in other countries. By arrangement with Unesco, this journal regularly reproduces articles which have appeared in Unesco's quarterly Fundamental and Adult Education.

JORDAN

38. Majallat at-Tarbiyah al-Asāsiyah (Fundamental Education Bulletin). Hawara (Irbid, Jordan), Jordan Fundamental Education Centre, 1956- 10 issues a year.

Provides information on the work of the Jordan Fundamental Education Centre in social and health education, community development, education for literacy, and rural economic development.

MEXICO

39. Acción Indigenista. Mexico, D.F., Instituto Nacional Indigenista. Monthly.

Each issue of this bulletin reports on a different aspect of work with the indigenous population of Mexico - agriculture, economy, health - and describes the work accomplished in different regions and areas.

NIGERIA

40. Yaki da Jahilci. Zaria (Northern Nigeria), Regional Adult Education Office, 1956- Quarterly. Processed.

Contains reports on projects for community development and public enlightenment, experiments in teaching methods, visual aids, and organization of the literacy campaign, the work of the various agencies in the field of adult education, and brief news items from the provinces.

PHILIPPINES

41. The Philippine Community School Bulletin. Manila, Bureau of Public Schools, Adult Education Division, 1943- 6 issues a year.

All aspects of community education in the Philippines are described in this journal. Some space is devoted to trends abroad. (Last issue received Vol. XIV, no. 6, November-December 1956.)

UNITED KINGDOM

42. African Women. London, University of London, Institute of Education, Department of Education in Tropical Areas, 1954- 2 issues a year.

Collates reports and articles on and references to the advancement of women in Africa. Also includes reports on women's activities in other parts of the world and brief reviews of relevant publications.

43. Community Development Bulletin. London, University of London, Institute of Education, Community Development Clearing House, 1949- Quarterly.

Is the principal channel through which information received by the Community Development Clearing House is diffused to those engaged in community development, social welfare and their allied fields.

Originally established to provide information for and contact between personnel in British territories in Africa, its scope has been progressively enlarged to cover social developments of all kinds, outside formal education, taking place throughout the world. In addition to community development, fundamental education, social welfare, adult education and youth work, it deals with agricultural extension, home economics, health education and the social aspect of nutrition, self-help housing and local government.

44. Overseas Education. London, Colonial Office, 1929- Quarterly.

Devoted to educational experiment and research in tropical and sub-tropical areas, in sovereign States as well as in territories (French and Belgian as well as British). All aspects of education in these territories are covered: fundamental and adult education, formal education in schools of all types, universities, higher technical colleges and teacher training establishments.

45. Overseas Quarterly. London, University of London Institute of Education, Department of Education in Tropical Areas, 1958- Quarterly.

A digest of publications and articles on trends and developments in overseas territories, including articles on education, selected from British, foreign and colonial periodicals.

UNITED STATES OF AMERICA

46. Community Development Review. Washington, D.C., International Co-operation Administration, Office of Public Services, Community Development Division, 1956- Quarterly.

This journal is "an outgrowth of United States Operations Missions' requests for more information regarding community development programmes throughout the world". It is intended to "stimulate and inform United States Missions in assisting host countries to advance their community development activities". Each issue contains from four to seven articles.

47. The Multiplier in Technical Co-operation. Washington, D.C., International Co-operation Administration, Communications Media, 1954- 6 issues a year.

Produced for American field workers in audio-visual education. Contains information, diagrams and photos explaining reproduction and printing methods, how to project films, how to set up displays, how to make things of use in community development work such as wooden scrapers for irrigating fields, wooden washing machines and so on, and how such materials are being used throughout the world by the various United States experts.

48. Technical Assistance Quarterly Bulletin. New York, American Council of Voluntary Agencies for Foreign Service, Technical Assistance Information Clearing House, 1955- Annual.

Gives information on the work done throughout the world by American private voluntary non-profit organizations in the field of technical assistance, such as the Rockefeller Foundation. The first four issues contain many articles on various aspects of community development in different countries and on visual aids, and bibliographies of publications on or related to technical assistance.

WEST INDIES FEDERATION

49. Our Community. Port-of-Spain (Trinidad), Community Development Department, 1958- Monthly.

Gives information about the Community Development Programme in Trinidad and Tobago and news of similar work being carried out in other parts of the Federation of the West Indies.

50. Welfare Reporter. Kingston (Jamaica), Jamaica Social Welfare Commission, 1942- Monthly.

Contains illustrated articles and news notes on activities concerning the social welfare of Jamaicans - home economics, community and group work, agricultural development, education including literacy, co-operatives, and women's work. Is circulated among all workers in the Extension Services in Jamaica including schoolteachers, leaders of co-operative and other organizations, rural welfare and farm groups and the United Nations bodies.

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